

CESP 3005: Catholic High School Teaching and Ministry

Spring 2012

Instructors: Lisa Fullam and Katherine C. Hennessey

Thursdays, 6:10-9pm

Church Divinity School of The Pacific, Classroom A

*******This Syllabus is a Draft and is Subject to Change*******

Course Description

This course attempts to answer the question:

In what ways does my theological education inform an approach to work in Catholic schools?

It assumes that the content-knowledge necessary for teaching theology classes and performing ministerial duties is the minimal requirement for employment and, therefore, not the answer to the above question. Rather, the answer lies in using appropriate theoretical tools for looking at the many and varied issues faced by educators and ministers in the particular context of Catholic education. So, in order to move toward an answer to our guiding question, we will explore issues including adolescent moral and spiritual development, pedagogy for sexual education, spirituality for educators and young people, conveying challenging magisterial teachings, balancing spiritual and academic growth in the classroom, approaches to service learning, and harmonizing personal and professional life, among others. These topics will be engaged at both the theoretical and practical levels, using resources offered by virtue ethics, spirituality, sociology, and moral development studies to develop practical tools to address the needs and challenges of the profession.

Course Objectives

1. To offer theoretical lenses for sharpening the vision of Catholic educators as they address the challenges presented by their vocation and profession.
2. To apply the theoretical foci of the course to a selection of the major issues faced in the Catholic educational sphere.
3. To enable students to articulated a personal approach to education and/or ministry in Catholic schools that is sufficient for application to particular issues in the present and for refining and developing in the future.

Learning Objectives

1. To acquire knowledge of the basics of moral development studies, virtue ethics, and the unique issues faced by contemporary Catholic high school educators.
2. To demonstrate an ability to apply the course's chosen theoretical tools to salient practical issues.
3. To interrogate one's theological education to find the relevant tools for developing a purposeful approach to work in Catholic schools.

Class Procedure

This course will be conducted as a seminar with class meetings consisting largely of discussion prompted by brief lecture/presentation of material by professors and students, as well as several guest speakers.

Requirements

1. Classroom preparation, attendance and participation. Students are expected to faithfully keep abreast of the readings and share their insights and/or criticisms on a regular basis (10%).
2. Facilitation of one class discussion. This basically involves five things: a. sign up for a week for which the topic or readings are particularly interesting to you; b. coordinate your work with the other student(s) also signed up for that week; c. write no more than a one-page critical reflection on some aspect of that week's readings of interest to you; d. come up with no more than 3-4 discussion questions for your entire group; and e. read your paper to the class during discussion time and, with the other students signed up for that day, facilitate the group discussion of your questions (15%).
3. Two 2-3-page analysis and application papers. This course is divided into 4 major sections: The Situation of Catholic Schools, Theoretical Tools, Classroom Issues and Ministry Issues. Students are required to write one paper at the conclusion of the second subsection on theoretical tools and any one of the other three subsections of the course and submit it at the conclusion of the designated class (**Feb. 9th, March 8th, April 19th, and May 3rd**). (30%)
4. Classroom/school visit and 1-2 page reflection paper on this experience. Each student will be required to visit a Catholic high school and observe a teacher in the classroom and/or a campus minister in some ministerial capacity (retreat, liturgy, prayer service, etc) and then interview that educator/minister. A 1-2 page reflection paper on this experience should be prepared to share with the class on **APRIL 12th**. (15%)
5. An integrative paper of approximately 10-15 pages in length. This paper is due on the final day of the semester. The purpose of the paper is for each student to articulate a theoretically grounded approach/philosophy as a Catholic educator and apply that approach to the issue of their choice (30%). Topics and Bibliography Due **March 22nd**, Final Paper Due **MAY 17TH**.

Weekly Reading

February 2, 2012 – The Situation of Catholic Schools Today, Part 1: History

Timothy Walch, “The Past Before Us: Three Traditions and the Recent History of Catholic Education,” In *The Catholic Character of Catholic Schools*.

Bryk, Lee and Holland, “The Tradition of Catholic Schools,” in *Catholic Schools and the Common Good*.

February 9, 2012 - The Situation of Catholic Schools Today, Part 2: Identity

Part 2 – Chapters 7-10 – in *The Contemporary Catholic School: Context, Identity, and Diversity*, edited by T. McLaughlin, J. O’Keefe, S.J., and B. O’Keefe.

February 16, 2012 – Theoretical Tools, Day 1: Virtue Ethics

Lisa Fullam, “Virtue Ethics: An Introduction” from *Journal of Lutheran Ethics*, Dec. 2006. and selections from:

Joseph Kotva, *The Christian Case for Virtue Ethics*

William Spohn, *Go and Do Likewise: Jesus and Virtue Ethics*

Paul Wadell, *Happiness and the Christian Moral Life*

Aristotle, *The Nichomachean Ethics*

Thomas Aquinas, *Summa Theologiae*

February 23, 2012 – Theoretical Tools, Day 2: Moral Development

John Snarey and Peter Samuelson – “Moral Education in the Cognitive Developmental Tradition: Lawrence Kohlberg’s Revolutionary Ideas,” in *Handbook of Moral and Character Education*.

Nel Noddings – *Educating Moral People: A Caring Alternative to Character Education*
“Moral Education and Moral Development: An Overview”

Fowler, James W.. *Stages Of Faith: The Psychology Of Human Development And The Quest For Meaning*.

March 1, 2012 – Theoretical Tools, Day 3: Sociology

Anthony Bryk – “Lessons from Catholic High Schools on Renewing our Educational Institutions” in *The Contemporary Catholic School*.

Christian Smith and Melinda Lundquist Denton, *Soul Searching: The Religious and Spiritual Lives of American Teenagers*, Chapters 4-6: “God, Religion, Whatever: On Moralistic Therapeutic Deism,” “American Adolescent Religion in Social Context,” and “On Catholic Teens.”

Selections from:

Lisa Pearce and M. Lundquist Denton, *A Faith of Their Own: Stability and Change in the Religiosity of America’s Adolescents*.

C. Smith with Kari Christoffersen, Hilary Davidson and Patricia Snell Herzog, *Lost in Transition: The Dark Side of Emerging Adulthood*.

March 8, 2012 – Theoretical Tools, Day 4: Spirituality

Thomas H. Groome – “A Spirituality for Everyone: ‘Our hearts are restless...’” from *Educating for Life: A Spiritual Vision for Every Teacher and Parent*.

Parker Palmer, *The Courage to Teach*

March 15, 2012 – Classroom Issues, Day 1:

Religious, Economic, and Racial Diversity in Catholic Schools

Michael Barnes, S.J., “Catholic Schools in a World of Many Faiths: Church Teaching and Theological Perspectives”

Paul A. Hypher, “Catholic Schools and Other Faiths,”

Richard Zipfel, “Who Do We Serve and What Do We Have To Offer?: Race, Equality, and Catholic Schools”

Joseph O’Keefe, S.J., “No Margin, No Mission.”

March 22, 2012 – Classroom Issues, Day 2: – Balancing the Spiritual and Academic

Jerome Porath, “Not Just Religious Formation: The Academic Character of Catholic Schools,” in *The Catholic Character of Catholic Schools*.

March 29, 2012

Spring Break

April 5, 2012

Holy Thursday

April 12, 2012 – Classroom Issues, Day 3 - Creative Theological Pedagogy

Understanding by Design

TBA

April 19, 2012 – Classroom Issues, Day 4 - Sexual Education – April 19th

Selections from:

Mark Regnerus, *Forbidden Fruit: Sex and Religion in the Lives of American Teenagers*

Donna Freitas, *Sex and the Soul: Juggling Sexuality, Spirituality, Romance, and Religion on America’s College Campuses*.

James Keenan, S.J., “Sexual Ethics and Virtue Ethics”

April 26, 2012 – Ministry Issues, Day 1: Approaches to Service Learning

TBA

May 3, 2012 – Ministry Issues, Day 2: Liturgy & Communal Prayer as Formation

TBA

May 10, 2012 – Issues, Day 2: The Role of the Teacher – May 10th

Gini Shimabukuro, “A Role Analysis Based on Church Documents, Dissertations, and Recent Research,” in *Handbook of Research on Catholic Education*.

--- “The Catholic Identity of the Teacher: An invitation to Wholeness in a Challenging, New Age,” in *Momentum*, April/May 1999.

May 17, 2012

No Class Meeting – Final Paper Due